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ABSTRACT

The staff development program for part-time teachers, designed and first implemented at Hagerstown Junior College (Maryland), became the basis of a model for a statewide program in June 1978. The goal of the program, which consisted of an interest inventory and workshops focusing on the teachers' five greatest concerns as revealed by the inventory, was to meet the needs of the part-time teachers in a limited time using instructors whose expertise had credibility. The interest inventory, which sought to identify the topics judged to be central to the teaching-learning process, and which asked for a ranking of topics of greatest concern and about willingness to participate in a workshop, was returned by half of the 400 part-time teachers at the 17 Maryland community colleges. Workshop topics were developing performance objectives, developing effective lecture techniques, increasing student motivation, diagnosing teaching-learning problems, and using group process skills in the classroom. To facilitate dissemination of the results of the workshops, the sessions were videotaped for use on individual campuses as a basis for initiating staff development activity. Though workshop participant evaluations were positive, an assessment of the over-all impact of the model will include evaluations from those using the tapes. Appendices contain the interest inventory, workshop agenda, and workshop evaluation summary. (MB)

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PART-TIME FACULTY:

A STATEWIDE MODEL FOR DEVELOPMENT

A Paper Commissioned for:

The Northeast Regional Conference
of the
National Council for Staff, Program
and Organizational Development

Mt. Laurel, New Jersey

November 17, 1978

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Introduction

The publication, in 1975, of an ERIC Topical Paper entitled Part-Time Faculty in Community Colleges[1] signaled the recognition that the burgeoning use of part-time teachers to meet the diverse needs of the two-year college created problems. Previous reviews referred to the part-time teachers as "stepchildren, forgotten and neglected, and invisible,"[2] yet, no developmental model was proposed which would weave part-time faculty into the fabric of the two-year college. More recently a needs assessment of 35 two-year colleges conducted by the Instructional Division of the ACCTion consortium revealed that "part-time faculty development was the top concern."[3] Still no developmental model.

Beginning in 1972, Hagerstown Junior College (HJC) designed and implemented a staff development program for its part-time teachers. The model is inexpensive, flexible, focused on needs perceived by the part-time teachers themselves, and "...a dynamic one. It grows and changes as the need arises."[4] The model was shared within the Maryland community college system. Further, the model received regional recognition as a component of two staff development workshops. In the latter one, this author spoke of initiating a quixotic crusade.[5] The goal was to develop a statewide model for part-time faculty development.

The Maryland State Department of Education - Division of Vocational-Technical Education (MSDE-DVTE) did not perceive the quest as "tilting after windmills." Rather, MSDE-DVTE provided funds in their annual plan for development. HJC submitted a grant proposal in March 1978 describing a statewide program of needs assessment, skill development, team building and dissemination. The

request was funded in June 1978. This presentation will describe the model, analyze the statewide needs assessment, evaluate the first phase of implementation and discuss the proposed evolution of the model.

The Model

The HJC staff development program for part-time faculty revealed a series of components that are critical to a successful development model. First, the development activities must address the needs of the part-time teachers. Second, those individuals providing expertise must have credibility with the part-time teachers. Third, the process of development must recognize that time is a limited commodity when working with part-time teachers. Finally, the process for development must be interactive. The model funded by MSDE-DVTE is based on the aforementioned components.

Initiation of the model began with the preparation of an interest inventory to be used with the part-time teachers. The instrument is flexible; it can be used with a single college, a multi-campus district, or across a state system. The instrument* seeks three types of information; general concern for 14 topics judged to be central to the teaching-learning process; a priority ranking of the five topics considered to be of greatest concern; and willingness to participate in a workshop. The interest inventory was sent to part-time teachers at the 17 community colleges that comprise the Maryland system.

The second component of the model development was two workshops conducted for part-time teachers. The agenda for the workshops emanated from the

*See Appendix A

results of the interest inventory. The top five concerns as identified by the part-time teachers served as the agenda.

The process of delivery took into consideration two of the components identified by the HJC model. To insure credibility with the participants, presenters were drawn from the teaching faculties of the Maryland community colleges. Also, participants were provided with time to interact with presenters and the other participants. The purpose of the interaction was twofold: to allow the participants to develop psychological ownership of the material presented, and to begin the process of development-team building.

The second dimension of the interaction is drawn upon in disseminating the results of the workshops. All presentations were video-taped. The tapes will be used on the individual campuses as a basis for initiating development activity. Those who participated in the initial workshops can serve as facilitators on their campuses.

The model for developing the teaching expertise of part-time faculty is deceptively simple. Yet, it meets the components identified by HJC as central to success. It now becomes relevant to examine the interest inventory.

Interest Inventory

There are numerous interest inventories available in the field of staff development. Miller of Burlington County College, Pemberton, New Jersey, reviewed them in a monograph.[6] A content analysis of eight instruments that were included resulted in the instrument used in the Maryland project.

The instrument* was mailed to approximately 400 part-time teachers affiliated with the 17 Maryland community colleges. The rate of return, 50%, was considered acceptable for a project of this type.

The returned instruments were summarized. Five topics emerged as being of the greatest concern to the part-time teachers. The most important topics were developing performance objectives, developing effective lecture techniques, increasing student motivation, diagnosing teaching-learning problems, and using group process skills in the classroom.

After the identification of the workshop topics, presenters were sought. The process was designed to reinforce the team building concept referred to above. The workshop sites were selected on the basis of geographic accessibility. Maryland's 17 community colleges have a total of 20 campuses. Assignment to the sites was relatively equal. Presenters were identified through the medium of the college's site assignment. There was no difficulty in obtaining interested faculty.

The design of the inventory instrument proved to be effective. The necessary information was elicited and the topics selected developed interest on the part of the potential participants. Attention must now be turned to the workshop process.

Workshop Process

The workshops were scheduled for successive Saturdays. Sufficient funding was available to permit half of those who had returned the interest inventory

*See Appendix A

instruments to participate. When the content of the workshops and the days were announced, there was no difficulty in reducing the number interested to a manageable group. Attendance at the first workshop, held at HJC on 10/28/78, was 92% of that expected.

The process selected for delivery was concurrent sessions. The participants were divided into two groups. The purpose of concurrent sessions was to facilitate video-taping and to insure that the groups were small enough so that interaction could occur. Two sessions were held in the morning, a single less formal one during lunch, and two were repeated in the afternoon.**

An evaluation instrument was prepared to use with the participants. Data from the HJC workshop has been summarized and is presented in Appendix C. Some analysis is in order. Seventy-eight percent of the participants agreed that the topics met their expectations and could be applied in their teaching situation. Ninety-five percent considered the workshop worth attending; ninety-three percent would attend another workshop.

Individual comments, not included, are revealing. Twenty percent of the participants identified the importance of the team building aspect of the workshop. Eleven percent felt that a follow-up activity on the "home campus" was important. Suffice it to say that the objectives set for the workshop were realized.

There were no negative comments regarding workshop content. The process was criticized in two respects. Eleven percent felt that the video-taping

**See Appendix B

interfered with the presentation. Eight percent considered some aspect of the physical arrangements (uncomfortable chairs, crowding, and insufficient directions) unacceptable. In summary, the workshop was positively received. Now that both workshops have been completed, what will occur?

Future Directions

There are two activities which will occur in subsequent months as a result of the workshops. Each participating college will conduct a staff development activity for their part-time teachers. They may obtain copies of the video-taped presentations for the cost of the tape from the Western Maryland Resources Center, Cresaptown. Further, they have been encouraged to use participants from the initial workshops as facilitators for their activity.

As a measure of the effect of the dissemination from the workshop, each college will have the participants at their follow-up activity evaluate the content and the process. These evaluations will be synthesized to determine the over-all impact of the development model. In essence, Maryland has the materials available to rescue part-time teachers from the category of "forgotten and neglected."

In conclusion, Hoenninger and Black make a cogent point. "The part-time faculty member who is neglected cannot be expected to perform well - at least for any length of time."[7] As students become more "consumer conscious," they grow less tolerant of mediocre instruction - from full- or part-time teachers. A model is needed to insure that parity exists within instruction regardless of source. I recommend the Maryland approach.

APPENDICES

A. Part-time faculty interest inventory

B. Part-time faculty workshop agenda

C. Part-time faculty workshop evaluation summary

Conference participants are permitted to reprint or modify the appendices as needed.

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

APPENDIX A

Adjunct Faculty Development Project
Interest Inventory

A) Below are listed a variety of concepts that relate to the teaching/learning process. Please indicate your interest in learning more about each of them by circling the appropriate number.

	High Interest	Average Interest	Low Interest	No Interest
1. Nature of the Community College Student	1	2	3	4
2. Classroom Management	1	2	3	4
3. Developing Course Outlines	1	2	3	4
4. Selecting Audio-Visual Aids	1	2	3	4
5. Diagnosing Teaching/Learning Problems	1	2	3	4
6. Developing Performance Objectives	1	2	3	4
7. Selecting Text Materials	1	2	3	4
8. Designing a Grading System	1	2	3	4
9. Preparing Test Items	1	2	3	4
10. Increasing Student Motivation	1	2	3	4
11. Using Group Process Skills in the Classroom	1	2	3	4
12. Determining Entry/Exit Skill Levels	1	2	3	4
13. Managing Time	1	2	3	4
14. Developing Effective Lecture Techniques	1	2	3	4
15. OTHER:_____				

B) Please list, in priority order, the five topics that you are most interested in learning more about:

1. _____
2. _____
3. _____
4. _____
5. _____

C) Would you be willing to attend a workshop devoted to the study of topics from the list above? Travel expenses will be paid; you will receive a stipend. Workshops are scheduled for Hagerstown Junior College on 10/21/78 and Prince Georges CC on 10/28/78.

YES _____ NO _____

Rev. 8/29/78

APPENDIX B

Workshop Agenda
HJC - October 28, 1978
Maryland State Department of Education
Division of Vocational-Technical Education

9 - 10 a.m. Registration & Coffee - Cafeteria

10 - 11 a.m.
Topic: Developing Performance Objectives
Presenter: Ralph Chapin
Coordinator of Audio/Visuals
Hagerstown Junior College

Topic: Developing Effective Lecture Techniques
Presenter: Jay Templin
Assistant Professor of Biology
Cecil Community College

11 - 12 noon
Topic: Increasing Student Motivation
Presenter: Richard V. Miller
Harford Community College

Topic: Diagnosing Teaching/Learning Problems
Presenter: Vladimer Marinich
Chairman of Business Division
Howard Community College

12 noon - 1 p.m. LUNCH and . . .

Topic: Using Group Process Skills in the Classroom
Presenters: Ralph Chapin
Marie Nowakowski
Director of Counseling
Michael H. Parsons
Acting Dean - Instructional Affairs
Hagerstown Junior College

1 - 2 p.m.
Topic: Developing Performance Objectives

Topic: Developing Effective Lecture Techniques

2 - 3 p.m.
Topic: Increasing Student Motivation

Topic: Diagnosing Teaching/Learning Problems

10/12/78

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Md.
October 28, 1978

APPENDIX C

Maryland State Department of Education
Division of Vocational-Technical Education

Part-Time Faculty Workshop

SUMMARY OF EVALUATION RESPONSES

A. Your College _____

B. Your Teaching Area _____

C. Workshop Topics:

1. Developing Performance Objectives

a. This presentation met my expectations.

4 - 8%	29 - 64%	10 - 22%	2 - 6%	-0-	N = 45
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	

b. I will be able to use the material in my teaching.

9 - 20%	26 - 57%	9 - 20%	-0-	1 - 3%	N = 45
SA	A	N	D	SD	

2. Developing Effective Lecture Technique

a. This presentation met my expectations.

19 - 41%	22 - 47%	4 - 8%	1 - 4%	-0-	N = 46
SA	A	N	D	SD	

b. I will be able to use the material in my teaching.

22 - 48%	19 - 42%	3 - 6%	-0-	1 - 4%	N = 45
SA	A	N	D	SD	

3. Increasing student Motivation

a. This presentation met my expectations.

14 - 30%	20 - 43%	10 - 21%	1 - 3%	1 - 3%	N = 46
SA	A	N	D	SD	

b. I will be able to use the material in my teaching.

17 - 37%	19 - 41%	9 - 19%	1 - 3%	-0-	N = 46
SA	A	N	D	SD	

4. Diagnosing Teaching/Learning Problems

a. This presentation met my expectations.

30 - 66%	13 - 28%	2 - 6%	-0-	-0-	N = 45
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	

b. I will be able to use the material in my teaching.

32 - 71%	11 - 24%	2 - 5%	-0-	-0-	N = 45
SA	A	N	D	SD	

5. Using Group Process Skills in the Classroom

a. This presentation met my expectations.

3 - 6%	19 - 43%	20 - 45%	1 - 3%	1 - 3%	N = 44
SA	A	N	D	SD	

b. I will be able to use the material in my teaching.

2 - 4%	17 - 39%	19 - 44%	4 - 9%	1 - 4%	N = 43
SA	A	N	D	SD	

D. Workshop Arrangements:

1. The style of presentation met my expectations.

16 - 35%	27 - 59%	2 - 4%	1 - 2%	-0-	N = 46
SA	A	N	D	SD	

2. The arrangements for the workshop met my expectations.

18 - 39%	24 - 52%	3 - 6%	-0-	1 - 3%	N = 46
SA	A	N	D	SD	

3. The meal at the workshop met my expectations.

24 - 52%	15 - 32%	7 - 16%	-0-	-0-	N = 46
SA	A	N	D	SD	

E. Overall Evaluation:

1. The workshop was worth attending.

26 - 56%	18 - 39%	-0-	2 - 5%	-0-	N = 46
SA	A	N	D	SD	

2. I would attend another workshop.

25 - 54%	18 - 39%	3 - 7%	-0-	-0-	N = 46
SA	A	N	D	SD	

3. My suggestion for improving the workshop. (Use Reverse Side)

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